

## AP WORLD HISTORY TOOL KIT

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3. Periodization and Themes
4. Template: Vocab
5. Notes Explanation
6. Persian Chart Explanation
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Please refer to the class website for information about the Summer Assignment, sample student work, and Lecture Powerpoints:

- <http://mshadi.wikispaces.com>

You should have at least 4 STUDY BUDDIES for the class. **When you are absent, you must call them and find out what you missed.** DO NOT EMAIL THE TEACHER about missing class unless it is an emergency. Your teacher prefers to be contacted via phone 619-656-2400.

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Phone Number:  
Email:

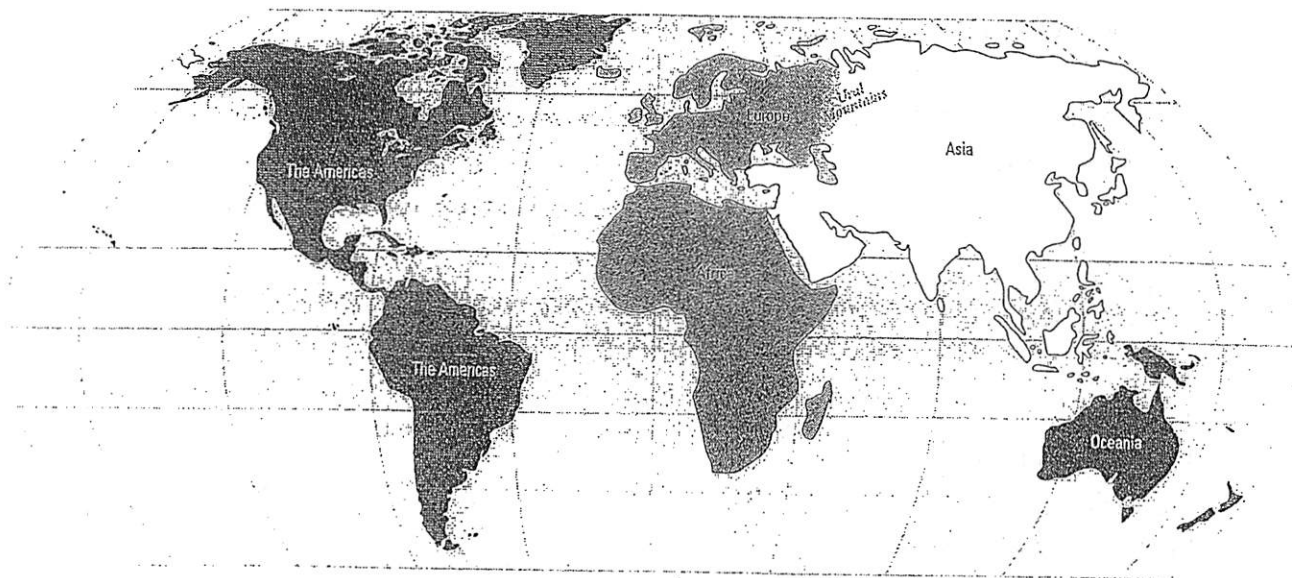
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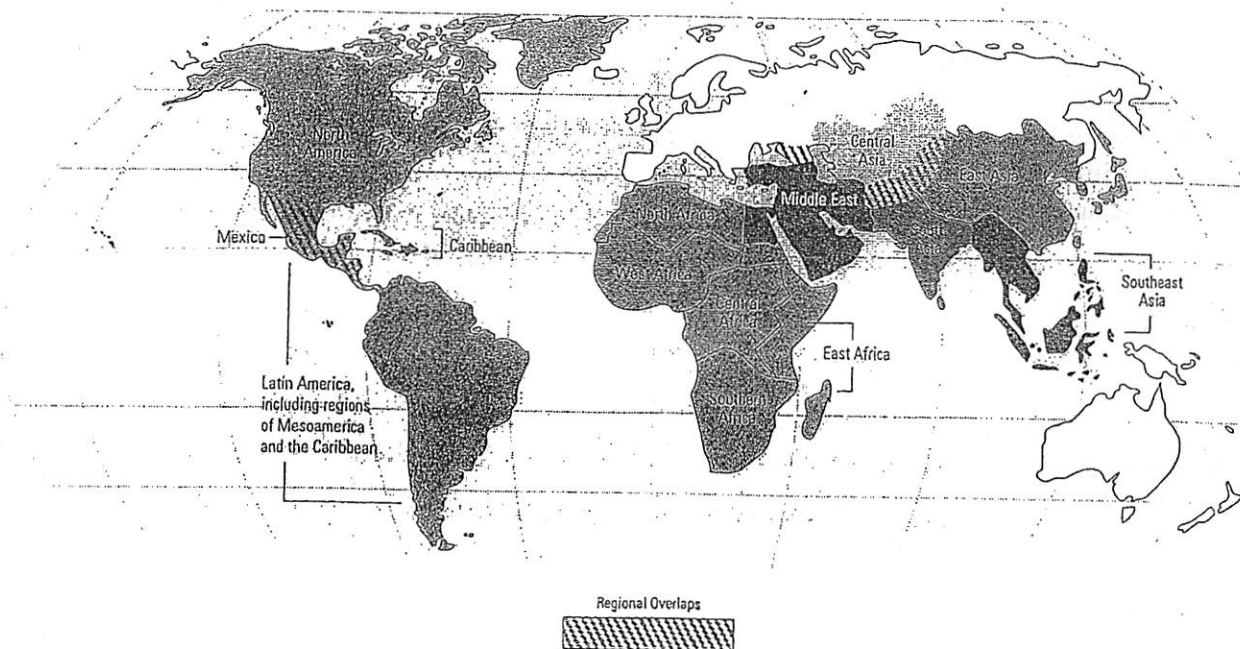
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Class Rules: Be Positive, Be Prepared, Be On Task ☺

## AP World History: World Regions — A Big Picture View



## AP World History: World Regions — A Closer Look



## AP WORLD HISTORY TOOL KIT

Analyze changes and continuities (including causes & consequences) across the historical time periods:

- Really Old to 600 BCE
- 600 BCE-600 CE
- 600 CE – 1450
- 1450-1750
- 1750-1900
- 1900-Present

THE 5 OVERARCHING COURSE THEMES: Try to make comparisons over time and across time periods.

### Theme 1: Interaction between Humans and the Environment:

- Demography
- Disease
- Migration
- Patterns of Settlement
- Technology

### Theme 2: Development and Interaction of Cultures:

- Religions
- Belief Systems, philosophies, ideologies
- Science and technology
- The arts and architecture

### Theme 3: State-building, Expansion, and Conflict:

- Political structures and forms of govt.
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

### Theme 4: Creation, Expansion, and Interaction of Economic Systems:

- Agriculture and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

### Theme 5: Development and Transformation of Social Structures:

- Gender roles
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

"Near" or Geographic
Cultural
Political
Economic
Social

# AP WORLD HISTORY TOOL KIT

Page #	Term/Name	Page #	Theme (use AP themes)	Definition/description	Significance (Short or Long-Term) and connect to context

## Explanation of AP World History Notes

For an example see: <http://mshadi.wikispaces.com/AP+EXAMPLE+of+notes>

### **NOTES:**

Take **2-4** pages of notes (MAX 4 pages). These notes should list headings and subheadings of the section on the left hand side of the page, with details on the right. These must be hand-written.

### **SUMMARY:**

Write a 5-10 sentence summary on the chapter. You may paraphrase, not copy, the book's summary or put it into your own words using academic vocabulary. This will help you understand general trends and not get lost in the details.

### **DWH- YOU MAY OMIT THIS IN THE SUMMER ASSIGNMENT:**

You must ask and answer **5** "Doing World History Questions" in Cornell style. These can be brief. You may omit this part on the summer assignment but not in any other assignment.

### **THESIS PRACTICE- YOU MAY OMIT THIS IN THE SUMMER ASSIGNMENT:**

You must form **2** thesis statements appropriate for a Compare and Contrast (CC) and Change & Continuity over time question (CCOT). A CC thesis should contain a time period, place, and at least one difference and one similarity but 3 parts total (2 differences, 1 similarity OR 1 difference, 2 similarities). A CCOT should contain time period, place, at least one change and one continuity but 3 parts total. Use parts PERSIAN to help you think of more specific parts.

**WARNING:** Make sure your thesis:

Answers the question!!!

Never say anything akin to "There were both similarities and differences" or "they changed but stayed the same." This will give you zero points and irk your instructor because these statements say nothing. It is like saying you are big and small. It would be clearer to be more specific, i.e. You have a big heart but small feet.

Another student-written example: "The mechanization of the cotton industry from the 1880s to the 1930s in Japan and India was similar in that the amount of cotton produced rose dramatically due to mechanization and that the manual laborers' wages were very low, and differed in that the percentage of women working in factories was largely different between Japan and India." (Not perfect but not bad for an example....)

### *Exploring History using "PERSIAN" Charts*

**Political:** How do the people of the region govern themselves? Is it a democratic or communist government? Can all genders participate in making the laws? Who is in charge? What is power based on? Who gives that person or group power? What's the government structure? Are there any significant wars, treaties, courts, or laws?

**Economic:** What is the economic system there (command, market, mixed)? What type of work do most people do? Is the economy in general more agrarian, industrial, or service based? What are the economic challenges (i.e. lack of skilled workers, AIDS)? How do people earn their food? Is it based on agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money? What are the valued and traded commodities? What technologies or industries define culture?

**Religious:** What are the most dominant religions in the region? Who are the leaders of those religions? Is there a blending of religions (syncretic religions)? How important is religion in that region in influencing life? What is the meaning of life? What do they think happens when you die? How do they explain where they came from and how they should live their lives? Who talks to god(s)? What are basic beliefs? Are there leaders or documents that define religion?

**Social:** How do people identify themselves? What groups do they belong to? Is there a social hierarchy, and what is it based on? How do people communicate? What do people do together? How is the group organized? What are the family and gender relations? Are there social classes? How does each social class live? Are there inequalities between groups?

**Intellectual:** Are there formal schools like universities or schools? Is there an informal education system, like apprenticeship? How does knowledge spread and what influences the type of knowledge that is valued? Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from? Also look at philosophy, math, science, and education.

**Arts:** What is the architectural style there? Is there a written language? Is there poetry, painting, dancing, pottery? What effects this art (i.e. colonization, syncretism)? How do people express themselves? What commitment to self-expression do they have? What technology or resources are given to art? Also look at art, music, writing, literature.

**Near:** What is the physical geography of the region like? Are there deserts, lakes, mountains? What natural resources does this region have an abundance of or lack? What is the main type of vegetation there? Are there any unique weather phenomenon to the region, such as monsoons or tsunamis? Are there any environmental challenges (i.e. pollution, deforestation)? How are the people/events affected by geography? How do the people interact with their environment? How does the environment define the culture/civilization?

## AP WORLD HISTORY TOOL KIT

**CRITICAL THINKING:** Always be practicing the critical thinking skills of compare/contrast to make connections between regions and the ability to identify cause and effect. **OTHER THEMES:** Gender Studies, Urbanization, Modernization, Environmental Impact.

<b>POLITICAL</b> <ul style="list-style-type: none"> <li>• Leaders, Elites</li> <li>• State Structure</li> <li>• War</li> <li>• Diplomacy, Treaties</li> <li>• Courts, Laws</li> </ul>	
<b>ECONOMIC</b> <ul style="list-style-type: none"> <li>• Type of System</li> <li>• Technology, Industry</li> <li>• Trade, Commerce</li> <li>• Capital/Money</li> <li>• Types of Businesses</li> </ul>	
<b>RELIGIOUS</b> <ul style="list-style-type: none"> <li>• Holy Books</li> <li>• Beliefs, Teaching</li> <li>• Conversion</li> <li>• Sin/Salvation</li> <li>• Deities</li> </ul>	
<b>SOCIAL</b> <ul style="list-style-type: none"> <li>• Family</li> <li>• Gender Relations</li> <li>• Social Classes</li> <li>• Inequalities</li> <li>• Life Styles</li> </ul>	
<b>INTELLECTUAL, ARTS</b> <ul style="list-style-type: none"> <li>• Art, Music</li> <li>• Writing, Literature</li> <li>• Philosophy</li> <li>• Math &amp; Science</li> <li>• Education</li> </ul>	
<b>NEAR: GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Physical</li> <li>• Movement</li> <li>• Human/Environment</li> <li>• Region</li> </ul>	

# Doing World History

adapted from Dr. David Smith—California State Polytechnic University at Pomona

## Purpose

History may be defined as research into how cultures develop through time.

## World history

- is more general than traditional history and emphasizes trends that go beyond cultural boundaries.
- stresses the interaction between societies.
- compares different patterns of development around the world.
- tends to be more superficial and general than local or national histories.
- often finds natural or human movements that affect many cultures, such as climatic developments, diseases, natural disasters or human movements like invasions and migrations. They could include dealing with new technologies and life styles.

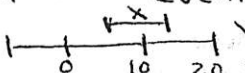
To simplify and limit these nearly infinite possibilities, we will use five methods, which capture the essence of the world history approaches.

## Methods

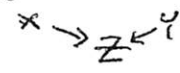
- |                    |   |
|--------------------|---|
| • Big Picture      | a <u>time line</u> of the most important events of those under study, accompanied by a <u>written</u> explanation of their ultimate significance  |
| • Diffusion        | the <u>spread</u> of natural elements, people, artifacts, ideas or other cultural creations from one civilization to others   |
| • Syncretism       | <u>mixing</u> of elements from two or more cultures that result in something new  |
| • Comparison       | the <u>pointing out</u> of similarities and differences between two civilizations in terms of their histories, institutions, cultural accomplishments and economies   |
| • Common Phenomena | natural or historical events and developments that two or more societies share. Examples could be climate, disease, natural disasters or invasions, shared technologies or other human developments. Basically, "What is shared?" |

We use DWH questions in our homework & in group projects.

For the homework: Label & write the DWH questions on the left and the answer on the right.

For Big Picture, you must have a timeline with 5-10 events, at least a few of which should be a band (i.e. .

For Diffusion, you can draw arrows about what is spreading, where it is spreading to, or who is spreading it.

For Syncretism, you can draw your answer: .

For Comparison, write at least one similarity and one difference.

For Common Phenomena, use different chapters to consider larger historical forces acting across regions (i.e. Plague, Indo-European migrations).

# AP WORLD HISTORY TOOL KIT

	<b>DWH Presentation Rubric</b>				
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow. Demonstrates originality.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration (with examples!!!)	
Visual Aids	Student uses superfluous visual aids or no visual aids.	Student occasionally uses visual aids that rarely support the presentation.	Student's visual aids relate to the presentation.	Student's visual aids explain and reinforce the presentation and are easy to see (and colorful) from the back of the class.	
Eye Contact	Student makes no eye contact and only reads from notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Verbal Techniques	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. (Loud and Clear!)	
Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works very well with others. Assumes a clear role in decision making and responsibilities. Every group member participates in giving information not just introducing members.	
Time Management	Group presentation is over/under time			Group presents within the allotted time	-1 penalty
				Final Score:	
	mostly 1s = D or 6/10	mostly 2s = C or 7/10	mostly 3s = B or 8/10	mostly 4s = A or 9/10	PERFECT= A+ or 10/10

- We will do poster presentations, power point presentations, and videos for our DWH projects.
- Powerpoint Presentations should be on a flashdrive and saved using this format: lastname DWH type Chapter # i.e. HADI BP Trade 10
- Videos should be saved on a flashdrive as a QuickTime or Windows Media File. Be sure the audio is clear and follow instructions given in class.

## Document Analysis using SOAPSTONE

(Adapted from Building Success) Honing this skill will prepare you to analyze Documents on the DBQ

<b>Speaker</b> (best give away to bias)  Class? Political Party? Gender?	
<b>Occasion</b> (What is going on at the time? Events surrounding document or leading to it)	
<b>Audience</b> (Who is this intended for? How does this affect the document or how it is written/presented/portrayed?)	
<b>Purpose</b> (Look for explicit and implicit purpose; what might be the underlying goal of the document that is not obvious?)	
<b>Subject</b> (What is the document about, at least on the surface?)	
<b>TONE</b> (Look for pregnant words, connotations, and especially watch out for tone i.e. SARCASM!)	
<b>GOAL:</b> Write a <b>one sentence</b> Point of View (POV) statement that analyzes the document (by looking at the parts above and their relationships to each other and the whole).  What is the document showing and how might it be biased, accurate, inaccurate, trustworthy, reliable, credible, posed, etc. <b>AND why</b> is this so (based on who the speaker is, who the intended audience is, or perhaps a hidden motive, etc.)  EXAMPLE: This letter was written by a priest who was from the same town as the factory girls he describes in his letter which means he would have likely known the girls very well and his knowledge of them would therefore be more reliable.  OR As an industrialist, it is likely that Mr. X would present a more pro-industrial outlook and paint a more positive picture of the factory conditions, overlooking or neglecting to mention the negative aspects of the factories. This is seen in how he describes....	

## AP WORLD HISTORY TOOL KIT

### DBQ preparation

Doc #/Author	Description	Groupings	Point Of View
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
<b>Additional Documents</b> and why you need them			
<b>Thesis</b>			

Key:

O - circle the document when the writer uses it

⊗ - if they understand the document

+ - if they use evidence from the document well

- - they don't understand it or use evidence

P - Point of view

# Genene DBQ Checklist

Using the documents, ~~analyze the causes and consequences of the Green Revolution from 1945 to the present~~  
Identify an additional type of document and explain how it would help your analysis of the causes/consequences of the Green Revolution.

thesis 1pt.	3 Groups 1pt.	<div>✓ Understands Addresses 10 Understands 9 = 1 pt.</div> <div>+ Evidence 8 docs. = 1 pt. 9 or 10 docs. = 2 pts.</div>										Sub- Total	One POV 1 pt.	Add. Doc + Why = 1 pt.	Exp Core 1-2 pts.	Total
		1	2	3	4	5	6	7	8	9	10					
neg	econ. graphs readers	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +	⊗ +		1, 10, X	Indian worker		
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					
		1	2	3	4	5	6	7	8	9	10					

## AP WORLD HISTORY TOOL KIT

### Self/Peer Assessment of AP NOTES:

Check that name, date, period, assignment title are on the top right of the paper

Check that the assignment title is on the paper

1. Are the **NOTES** in order and completed? (according to Headings and Subheadings)
2. Five sentence **Summary**?
  - Not done= -2 MAX deduction
  - Incomplete= -1
3. **Doing World History Questions**?
  - Not done= -3 MAX deduction
  - Incomplete= -1 for each missing question
  - Big Picture must have a timeline, Compare/Contrast must have a similarity & difference
4. **Two thesis statements**
  - Must have time, place, three parts PERSIAN
  - Must answer a CCOT and CC question
  - Must be accurate
  - -1 for each incorrect thesis statement (for a MAX deduction of -2)

Try not to give less than 5/10 unless they have done less than half the work, if they have at least the basic notes and summary that usually earns 5/10 – unless their notes are incomplete!

### Self/Peer Assessment of AP VOCAB:

1. Students can miss one word as their “freebie”
2. Every missing word after their freebie counts as -1 point deduction
3. Missing page numbers= -2
4. Missing themes? = -2
5. Missing significances? = -4
6. Try not to give less than 5/10 unless they have done less than half the work

### Self/Peer Assessment of AP ESSAYS:

1. Read their first paragraph and last paragraph checking for the thesis (last sentence in 1st P, 1st sentence in last P)
2. Check that the thesis has time, place, 3 parts PERSIAN, and ANSWERS the question!!!!
3. Go through the appropriate rubric to get the RAW SCORE
4. Students should have: [check mark if done, -1 incomplete, -2 not done]:
  1. **PERSIAN Chart**
  2. **Rough Draft**
  3. **Peer Review**
  4. **Final Draft** (which should be different than the rough draft)
  5. To get the final score: [Raw Score + 16 points for effort] – (deductions) = Final Score (out of 25 points)

(Raw +16) –deductions= Final Score

## AP Essay Generic Rubrics

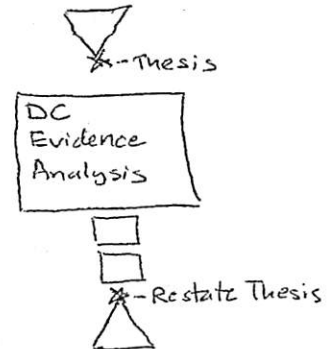
### Compare and Contrast Essays

#### Core Scoring

[7 points]

- Has acceptable thesis
- Covers all parts of the question
- Evidence supports the thesis
- Makes at least **three** direct comparisons
- Analyzes at least one reason for similarity or difference identified in a direct comparison

1 point  
2 points  
2 points  
1 point  
1 point



#### Extended Scoring

[0 - 2 points]

- Do anything more or really well
- Has a clear, analytical and comprehensive thesis
- Provides a lot of evidence to support the thesis
- Relates to a global context
- Makes multiple direct comparisons of differences or similarities

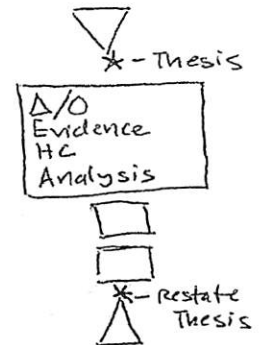
### Change Over Time Essays

#### Core Scoring

[7 points]

- Has an acceptable thesis
- Covers all parts of the question (changes and continuity)
- Evidence supports the thesis
- Uses historical context to explain change or continuity
- Analyzes the process of change or continuity

1 point  
2 points  
2 points  
1 point  
1 point



#### Extended Scoring

[0 - 2 points]

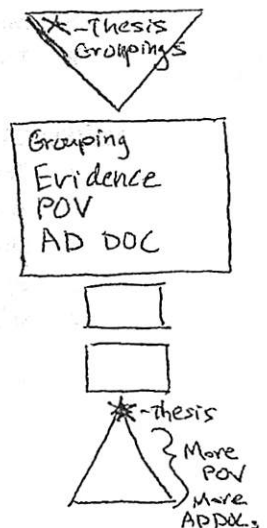
- Do anything more or really well
- Addresses all parts of the question evenly
- Imaginative connections to other ideas, events, etc

### Document Based Question Essays

#### Core Scoring

[7 points]

• Has an acceptable thesis	1 point
• Understands each of the documents	1 point
• Uses all of the documents to provide evidence to support the thesis	2 points
• Analyzes the POV in 3 or more documents	1 point
• Analyzes the documents by grouping	1 point
• Identifies and explains the need for at least one additional type of document or source	1 point



#### Extended Scoring

[0 - 2 points]

- Do anything more or really well
- Careful and insightful analysis of documents
- POV for most of all documents
- Bring in relevant "outside" knowledge